



EMPOWERING URBAN POOR

FORMATION OF NEIGHBOURHOOD GROUPS

: G. JOHN

A HANDBOOK FOR TRAINERS

ABOUT SIDDHARTH VILLAGE

THREAD, the Training Centre at SIDDHARTH VILLAGE tucked away at an isolated rural area 25 Kms. outside Bhubaneswar city has a simple, serene calm campus with a number of unique features. The training hall where sessions are held with participants sitting on the floor, the simple but extremely useful buildings that provide for a humble stay, the common mess, (again with simple food) all carry the message THREAD has to offer. Not only are the buildings beautifully named, even every tree in that wonderful mango grove carries a name full of meaning, the principles of community living are adhered to. All residents put in an hour's work every morning to maintain and nurture the lovely lawns and garden. There are very few rules and no compulsions on anyone. Each one decides the life one wants to live in the campus. Each one is respected and enjoys equal share of all that the village has to offer.

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thread

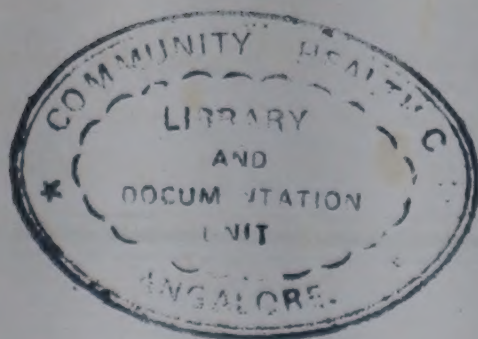
Siddharth Village

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FOREWORD

The programme of Urban Basic Services for the Poor (UBSP) , like many similar development schemes in the rural and tribal contexts of the Country, initiated by the Government, is designed to help the poorest, the most vulnerable & disadvantaged sections of the community - like women & children and the Scheduled class and tribal people. And like other schemes, UBSP also is comprehensive in its coverage. It provides for, in an integrated form, immunisation, health check-up, personal hygiene and community sanitation, non-formal education, adult education, assistance to the aged, the handicapped, the juvenile delinquents, the alcoholics, and the drug addicts. Emphasis on Community participation in determining the contents of the services/activities and in their implementation is another feature common to all.

Experience has taught us that the effective translation of all these schemes into action depends on appropriate training of all those associated with them. It is in this crucial area of training, THREAD has been active in the past ten years. During this period, it has conducted a variety of courses for different functionaries of development field.

What is presented in the following pages is an outline of a five-day training programme for Resident Community Volunteers (RCVs), who have a key role in the implementation of UBSP. Drawing heavily on its rich experience, THREAD avoids conventional training methods like lecture. Instead, a number of games and exercises and other appropriate methodologies are employed. Through such games and exercises, the participants are helped to do, to get involved, gain experience, and hopefully, internalise the all-important values, attitudes, and feelings. The details/regarding the objectives of the games, the process involved, the materials needed, how to proceed with them, and other helpful hints to the trainers, make it a very useful handbook, not only for RCVs but also for all those who have a role in the implementation of UBSP, and indeed any other urban development programme.

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INTRODUCTION

It is needless to emphasise the importance of training for Resident Community Volunteers (RCVs) as they have the key role to play in the implementation of UBSP (Urban Basic Services for the Poor) activities. Through trainings we do not only transfer knowledge but also reflect certain values, behaviours through methodologies of training. The training methodology and trainers' behaviour are themselves the influencing factors for RCVs.

This "Trainers' hand-book consists of a number of games and Exercises for a five days training programme on formation of Neighbourhood Group and Committee. Through these games and Exercises, the RCVs can learn effectively by doing and gain personal experiences in discovering themselves and the group and relate to "back home slum". It is this discovery and doing that generates learning and action. The trainer should get trained to conduct the programme if she is a new-comer to the training field. Sufficient preparation by the trainer before the training event will be very essential to introduce these exercises.

DAY - ONE

A) Topic : Introduction.

Methodology : Physical exercises and sharing.

Objectives:— To promote atmosphere of informality and helpfulness.

- To help participants (RCVs) to feel at ease.
- To eliminate inhibitions within the participants and help members to relate to each other informally.
- To provide first opportunity to take interest in others.
- To enable the group to come together as individuals.

Materials : Nil.

Exercise No - 1 : SHALL WE LOOK

Process : Everyone works with a partner to follow the commands voiced out by the Trainer.

There are three commands -

a) Face to face b) Back to back and c) Change.

When you hear the first, face your partner. When You hear second, turn around and place your back against the back of your partner, when you hear "Change", hurriedly find another partner and assume the same position with her. That is if you were back with your old partner you should be back to back with your new partner.

Note for the Trainer : Trainers may repeat commands (a) and (b) at-least two or three times before commanding (c).

Exercise - II : Welcome

Process : Each participant tells his/her name and the whole group repeats the name and greets, loudly "You are welcome".

Note for the Trainer : If the trainer enables the participant to call her/his own name instead of "Madam/Sir" the climate of informality and equality can be created.

Exercise - III : Shall we know more than the name.

Process : The trainer requests the participants to narrate each one's happiest incident of the life. The trainer, if needed, starts first narrating the happiest incident of his/her life. After every one's turn is over, ask the participants to narrate the saddest incident of their lives.

Note for the Trainer : It is likely that any of the participants may breakdown while expressing the saddest incident of his/her life. Do not advise to stop crying. If possible put your hand on his/her shoulder or hug him/her and say some empathetic words. The trainer may also highlight the following points after every one gets the chance.

- Behind every happiness there is struggle. Behind every pleasure, there is pain. How do we love ourselves and live ?
- Each one of us is not alone in this world.
- Understanding an individual involves more of understanding the feeling rather than knowing by name only.

B) Topic : UBSP Programmes and Slum Development concept

Methodology : * Structured Exercise. (PULLEY EXERCISE)

- Objectives :**
- To introduce the factors involved in the slum development prior to the implementation of UBSP.
 - To introduce the components of UBSP.

Materials * :

- A wooden stand (5 ft. tall) with a pulley set in a frame at the top of the stand.

- A long rope (4 ft.) hanging through the pulley.
 - Two sticks tied with the rope on both the sides of the pulley.
 - A doll tied with one end of the rope.
 - Card-boards of identical size (5" x 4") carrying pictures & messages of UBSP components.
- (* Fig 1 to 4)

How to prepare cards :

- a) The cards can be prepared by attaching weight with each of the cards. The unit of weight can be small pebbles weighing 30 gms. These weights can be put into small containers of paper or cloth and affixed at the back side of the cards.
- b) The cards are classified into three colours - Pink, Yellow and Black. The pink coloured cards carry messages relating to the most important needs of people to develop. The yellow cards carry messages relating to the needs of sustainable development of people. The black cards carry messages relating to underdevelopment.

The messages on the card :

Pink : Clean Water, Medicine, Food, Doctor, Hospital, Community Organiser, RCVs.

Yellow: Savings, Supply of Clean Drinking Water, Developing Fearlessness through Empathy, Instilling Self-respect, Women's Federation, Claiming Self-right, Small Family, Co-operation, Unity, Planning through Group Discussion, Imparting Appropriate Education, Balanced Diet, Providing Income Generating Work for Self Sufficiency, Decision Making through Group, Trust in Self and Dutifulness, Formation of Neighbourhood Group/Committee.

Black : Lack of Savings, Non-availability of Clean Drinking Water, Lack of Courage, Inferiority Complex, Disintegrity Among Women, Lack of Awareness to self Right, Large Family, Absence of Co-operation, Dis-unity, Lack of Planning, Lack of Proper Education, Malnutrition, Unemployment, Lack of Decision Making Ability, Lack of Self-Confidence, Undutifulness. Absence of Group Effort for Slum Development.

Fig. 1



Background:

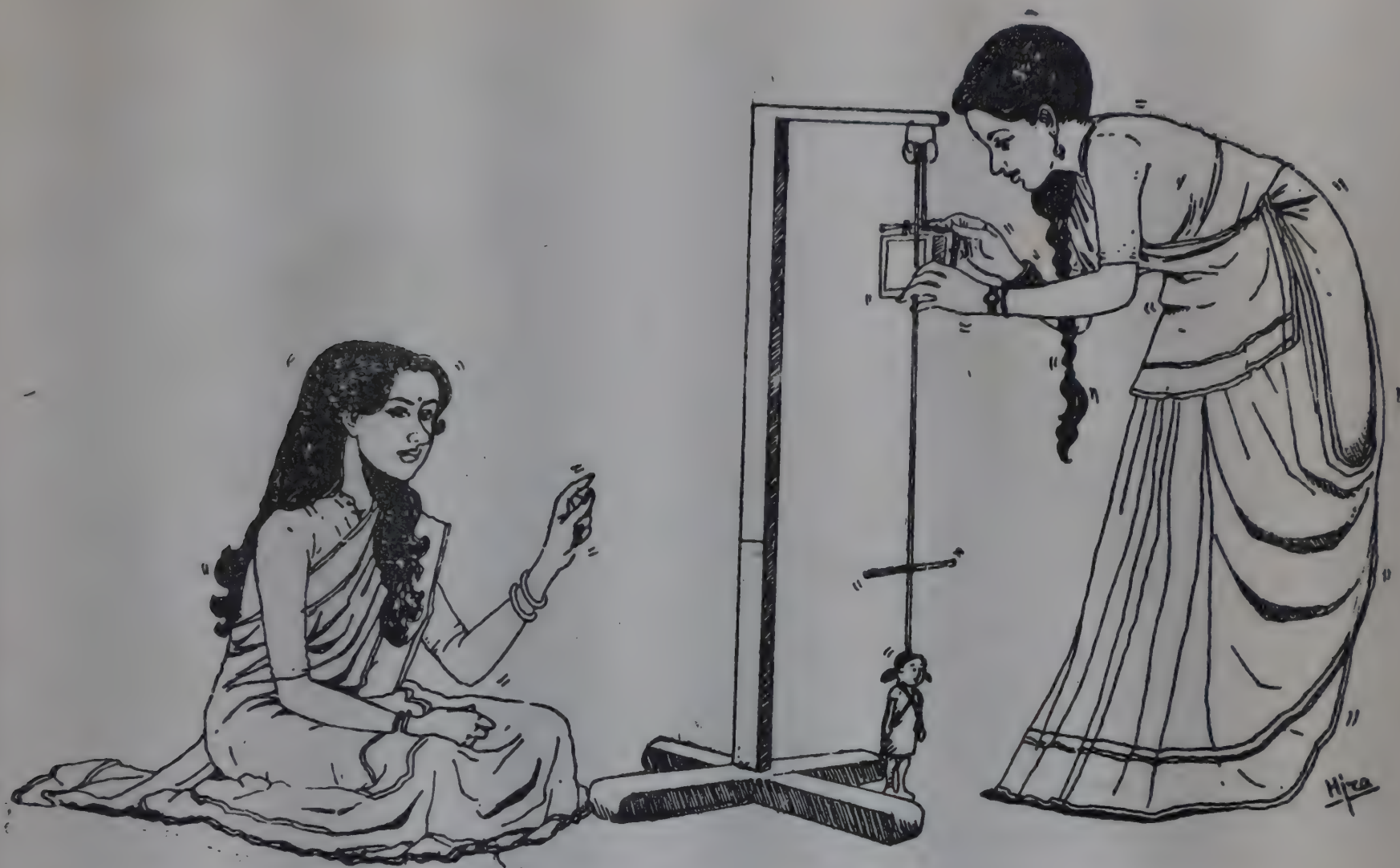
The urban poor has fallen down helplessly in the clusters of poverty. The development worker has tried with various programmes and schemes to uplift the poor from the depths of poverty. Yet, the poor lies helpless, unable to develop on its own.

Process :

1. At the outset, the cards are distributed among the participants. Each participant gets cards of equal numbers and variety of contents.
2. The rope is hung through the pulley. The doll tied at one end of the rope is left ground fallen.
3. The facilitator describes the state of the doll as representative of the helpless condition of the urban poor. The doll has fallen in the well of

poverty and misery. Can the RCV/UBSP lift the doll from her state of poverty ? The facilitator asks the participants.

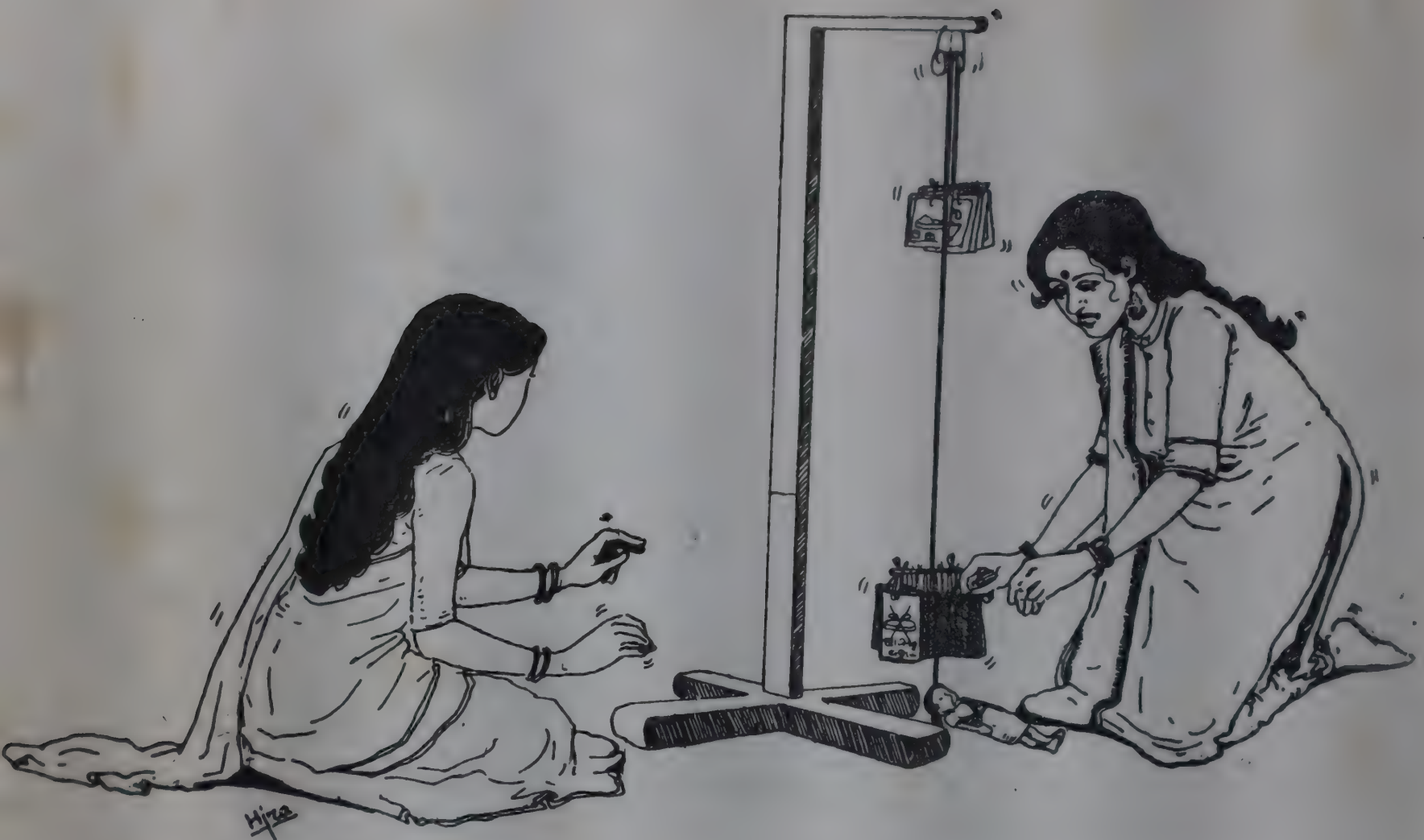
Fig.2



4. The participants carrying different picture cards, with messages both of development and under-development, are told to select and use the cards specifically meant for uplifting the downfallen doll.
5. The participants select that card/message which is immediately necessary to lift the doll in destitute and put the card in the stick that would serve the purpose accordingly.
6. These cards have been put in the stick just to show that the doll can only stand not rise up from her downfallen condition.

7. The facilitator than asks the participants why the doll is in that condition of poverty.

Fig.3



8. In response, they (participants) choose the cards with messages of under-development and put those in the other stick.
9. When the doll completely falls down as a result of the weight of the stick with messages of underdevelopment pulling her down, the facilitator asks the participants to try again to lift her up.
10. The participants try again by putting the cards with development messages in the 1st stick. The facilitator goes near the Pulley and takes out the relevant cards with messages of underdevelopment from the

concerned stick. Consequently, the weight of the other stick with the development messages lifts the doll up.

Fig.4



Then the facilitator goes on to relate the implications of the game to the various approaches of development such as parental, managerial and participatory developments.

Outcome :

The game will help in bringing about the following changes among the participants.

- Improved awareness to the various factors of development and underdevelopment.

- The awareness that the effectiveness of the process of development is subject to the effective involvement of the RCVs and NHG in the ethos of the urban poor.
- Drawing inspiration from the role of "Pulley" and trying accordingly, to work for the development of the urban poor.
- The "Pulley" signifies the role of the RCV in so far as he/she is active in identifying the factors of underdevelopment and taking steps to overcome those factors.
- The task of overcoming the factors of under-development begins with the process of establishing Neighbourhood Committees, encouraging leadership, arousing consciousness and arranging meetings among the urban poor by the RCVs.
- The exercise helps in providing deeper understanding of the implications of the UBSP programme.
- It will give satisfaction to the participants by enlightening them on what and how they ought to be a part and parcel of the development process set off by the UBSP.

Note for the Trainer : The trainers should have knowledge on various activities of UBSP to lead the discussion. The Trainer may read the Salient features of UBSP in the following pages.



1.

* SALIENT FEATURES OF U.B.S.P.

- 1.1 The State Governments/UTs may determine the nature of amenities/facilities to be provided in slums in collaboration with the beneficiaries themselves. Further, they will have full flexibility in working-out organisational arrangements such as State, regional and district level urban development agencies for implementing the programme and ensuring high level technical inputs.
- 1.2 The urban Local Bodies may be suitably strengthened and closely associated in the implementation of the scheme of Urban Basic Services for the Poor (UBSP).
- 1.3 The principal aim of the programme is to improve the quality of life of the poor, especially the most vulnerable sections of the populations such as women, children, youth, members of Scheduled Castes/Tribes and minorities who tend to get neglected in the urban setting.
- 1.4 The programme is based on the principle of convergence. Wherever resources are available under schemes of other Government departments, these are to be converged and pooled with resources available under this programme with a view to providing an integrated package of physical and social amenities/services to the urban poor.
- 1.5 Community participation is the cardinal principle underlying in the whole programme. Community participation implies organising local communities into neighbourhood committees nurtured by field level staff of Urban Local Bodies.
- 1.6 A plan of action may be formulated for each neighbourhood committee/slum committee and the plans of various slum committees in a town should constitute the town level plan responding directly to the felt needs of the urban poor.
- 1.7 Special emphasis may be placed on training of Resident Community Volunteers (RCVs) selected by the urban poor themselves, community organisers, area project officers, personnel of associated NGOs and Government officers implementing the programme.

• SOURCE - HOUSING & URBAN DEVELOPMENT DEPARTMENT, GOVT. OF INDIA.

SHELF OF ACTIVITIES

2

2.1 As mentioned in the foregoing paragraph, this scheme seeks to provide convergence of socio-educational facilities in the low-income neighbourhoods and consequently, such activities will be organised which are not already being provided by other departments. In view of this rationale, a shelf of activities is being suggested and the actual set of activities to be adopted in each selected slum pocket will be determined by the project administration in consultation with the slum committee representing the urban poor beneficiaries. The shelf of activities is given below :-

2.2 Pre-school learning opportunities

Non-formal pre-school education will be organised for children below 8 years of age. The education at this level is intended to stimulate the curiosity of the child, and make him eager to understand the meaning of different sounds, objects and body parts/movements. Teaching through toys, fun-materials, games, nursery rhymes, songs and musical cassettes should be encouraged. The materials to be used at this level should be designed by the teachers themselves or by local artisans and should be inexpensive. Creches may also be organised to enable women to take up jobs/help working women.

2.3 Nutritional supplementation :

Supplementary nutrition may be provided to children below 6 years of age and expectant/nursing mothers living in urban slums on the basis of 300 calories and 10 gms. of proteins per child, 500 calories and 15 to 20 gms. of proteins per pregnant woman/nursing mother, and 600 calories and 20 gms. of proteins per severely mal-nourished child. The type of food - milk, pre-processed or semi-processed food or food prepared on the spot from locally available food-stuff- should depend on local food habits and convenience of availability.

2.4 Immunisation :

Immunisation against diphtheria, whooping cough, tetanus, poliomyelitis and tuberculosis of all infants (by first birthday) is proposed in the project area. Immunisation against measles may be given if the local epidemiological situation warrants it. Children of 5 to 6 years of age

(school entry) should receive booster dose for diphtheria and tetanus (DT) and two doses of typhoid vaccination. As tetanus among new born is common and is usually fatal, all expectant mothers may be immunised against tetanus.

2.5 Health Check-up :

2.5.1 Health check-up of women and children will include :

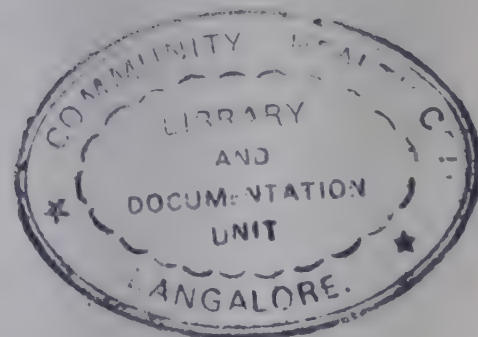
- i) antenatal care of expectant mothers;
- ii) Post-natal care of nursing mothers and care of new born infants; and
- iii) Care of children under six years of age.

2.5.2 Instruction regarding family spacing, contraceptives and other techniques of family may also be imparted.

2.5.3 Facilities for first aid and cure of simple ailments may also be provided. Growth charts for children may be maintained with a view to checking malnutrition.

2.6 Personal hygiene and community sanitation :

Low cost pour flush latrines can be constructed in order to eliminate the dry-bucket type latrines, especially in primary schools, balwadis/anganwadis and primary health centres. Garbage and sullage water disposal within the neighbourhoods needs to be given priority. Hand pumps can also be provided. Construction of smokeless stoves, bathing cubicles, garbage pits, soakage pits, and simple drains to dispose waste water away from the locations of hand-pumps can be promoted. Low cost educational materials and aids can be developed regarding personal hygiene and community sanitation and provided to primary schools, balwadis/anganwadis, community centres and health units.



2.7 Non-formal Education

Flexible, non-formal educational facilities may be provided to school drop-outs, working children and girls who cannot attend whole-day schools. The emphasis should be on diversity of learning activities with a view to relating them to the learners' needs. Low cost teaching materials should be developed in cooperation with the children to serve as teaching aids. The following features should be integrated in the teaching methodology and curriculum :

- i) a learner-centred approach with the instructor as a facilitator;
- ii) emphasis on learning rather than teaching, and for this purpose the capability of the children to learn from each other needs to be highlighted;
- iii) organisation of activities so as to enable learners to progress on their own;
- iv) organisation of joyful extra-curricular activities including singing and dancing, plays and skits, games and sports, excursions, etc; and
- v) ensuring that all facilities and incentives given to girls, children of SC/ST and others in the formal system, are made available in the non-formal system as well in addition to provision of free textbooks and stationery to all pupils.

2.8 Adult Education :

Facilities for imparting functional literacy to all illiterate persons, men and women living in low income neighbourhoods and desirous of becoming literate, may be provided. Care should be taken to emphasise :

- i) achieving literacy and numeracy through instruction related to the vocations/activities generally performed in everyday life by the adult students;
- ii) acquiring skills for improving the economic status of the students;

- iii) developing low cost instructional material with the cooperation of students which is related to their day-to-day living; and
- iv) enabling the students to acquire values such as equality of women, observance of small family norm, communal tolerance, etc., during the course of instruction.

2.9 Assistance to the Aged :

A number of states are operating schemes of old age pensions ranging between Rs. 30/- and Rs. 100/- and applicable to various categories such as aged destitutes, widow, disabled, etc. Efforts should be made to ensure that in case an old age pension scheme is operative in a given state, its benefits are made available to slum dwellers.

2.10 Assistance to the Handicapped :

The Ministry of Welfare operates a scheme of Assistance to Voluntary organisations for purchase/fitment of artificial aids and appliances and a scheme of Assistance to Organisations for Disabled persons. Efforts should be made to secure assistance, under these schemes in case there are a significant number of handicapped persons in any given slum pocket. In case additional inputs are required over and above the assistance available from the above schemes suitable proposals in this regard can be submitted to the Project Administration.

2.11 Assistance for Juvenile Delinquents :

The Ministry of Welfare has a scheme for Prevention & Control of Juvenile Maladjustment where-under assistance is provided for rehabilitation of socially maladjusted children. Efforts should be made to secure assistance, if required, under this scheme. Additional inputs could also be provided under the scheme of Urban Basic Services for the Poor (UBSP) with the approval of the Project Administration.

2.12 Assistance for Rehabilitation of Alcoholics/drug addicts :

The Ministry of Welfare has a scheme for providing Assistance to Voluntary Organisations for Prohibition and Drug Abuse Prevention, whereunder assistance can be secured for rehabilitating alcoholics and drug addicts. Efforts should be made to secure assistance under this

scheme in case there are a significant number of alcoholics/drug addicts in any given slum area. Additional assistance can also be provided for rehabilitation of alcoholics/drug addicts under UBSP with the approval of the Project Administration.

2.13 Assistance for Sports, Cultural Activities & Promotion of Civic Consciousness :

The Ministry of Human Resource Development gives financial assistance to the Nehru Yuvak Sangathan which in turn provides assistance to the Nehru Yuvak Kendras for sports, cultural activities and measures seeking to promote civic consciousness, communal harmony and national integration. Efforts should be made to secure assistance under this scheme for organising suitable activities in the aforementioned areas for slum dwellers. Additional assistance for such activities can also be secured under UBSP with the approval of the Project Administration.

3. PREPARATION OF MINI-PLANS, SLUM COMMUNITY PLAN AND TOWN-LEVEL PLANS

- 3.1** Each Neighbourhood Committee (NHC) or Slum Committee catering to about 200 slum families community will prepare a mini-plan of activities.
- 3.2** The mini-plans of about 10 Neighbourhood Committees will be consolidated into a slum community plan by a community organiser/assistant project officer catering to about 2000 slum families.
- 3.3** Various slum community plans should thereafter be integrated into a town/city level plan at the level of small and medium towns.
- 3.4** In the case of metropolitan city, various metropolitan segment plans will get consolidated into the metropolitan city plan for UBSP. However, in the case of other towns/cities, the town/city level plans will get integrated into the district plan for UBSP.
- 3.5** The draft plans proposed by Neighbourhood Committees, and slum communities (Bustees) will be approved by the project administration at the town/city level under the overall agencies of district authorities/suitable urban development agencies/urban, local bodies as the case may be.

DAY - TWO

A) Topic : Poverty and Development Approaches

- Objectives :**
- To reflect on slum people's view on poverty and its relatedness to development activities.
 - To assist the RCVs to feel the need of empowerment of slum people.
 - To emphasise the need for strong Neighbourhood group.
 - To introduce the philosophy of UBSP and Neighbourhood Group/Neighbourhood Committee.

Methodology : Poster discussions and Game.

a) Discussion - I

Process : Prepare three posters with captions as given below.

First People are poor because of their fate.

Second people are poor because of their backwardness.

Third People are poor because they are not aware of their own rights and duties.

These posters could also be prepared with appropriate pictures.

Take each poster and have discussions in the group and analyse the way people understand poverty.

b) Discussion II

Process : Prepare below given poster and explain to the participants the three levels of understanding poverty, understanding development activities etc.

* DIMENSIONS OF DEVELOPMENT

Way of understanding poverty.	Way of Understanding Development.	Our work	Our life style, our relationship with people.
1.Static, Fate, Society, God's will, "normal thing"	Alleviation of the sufferings of the people.	Relief .	Father Parentalism.
2.People country / Backward.	Modernisation of People and Country.	- Projects - Factories - Technology - Knowhow - Hard work - Discipline - Need to consume.	Capital Foreign Aid - Get things done Manages.
3.Injustice, Right of the People System itself Every society gives some rights (Constitutional) e.g. : Fundamental rights, implementation of the rights given by existing law.	Enabling people to stand on their own legs.	Organising groups and movement.	1. Equality 2. Peoples participation 3. Discussion on the oppressed section. 5. Equality to the oppressed section.

• Source - TRACE

DIMENSIONS OF DEVELOPMENT

Contents for Trainer :

The study on the three dimensions of development has been carried on in the light of four considerations.

- These are :
- 1) Ways of understanding poverty.
 - 2) Ways of understanding development.
 - 3) Works for bringing about development.
 - 4) Values and interpersonal relationships.

The 1st Dimension :

1) Ways of Understanding Poverty

Underdevelopment is taken for granted as the God's will. Poverty is nothing but the fate of the subjects. Even if people suffer from poverty they cannot do anything to change their conditions, as it is in their fate to suffer. So backwardness is an usual phenomenon as no one but God only can change the destiny of people.

2) Ways of Understanding Development

The only realisation about development of the people is to alleviate the sufferings of the people. The people have nothing to be necessarily bothered about any other development of their individual and collective selves but getting ridden of their sufferings only.

3) Works for bringing about Development

The efforts necessary for bringing in development comprise the activities in the spirit of providing relief only. It is just like dumping over the suffering lot what they are lacking in. So, development is possible as long as the flow of relief to the suffering people exists. Once, the relief giver is out of the arena, people cease to develop then and there only. It is not by knowing the means to develop but by being dependent on reliefs that people can develop.

4) Values and Interpersonal Relationships

The beneficiaries of development do not lead a life of their own. As such, they do not have the awareness to the contents, extent and direction of their development. They only learn to develop by being parasites. Like every parasite, they are only a burden on the development agent. They being ignorant to their decision making powers, self-righteousness and fearlessness depend solely on the development agent for fulfilling their needs and aspirations. On the other hand the development agent having taken up the responsibilities of developing the people has over burdened him/herself. This burden emanates from his/her position as the sole provider of development. Consequently, he/she not only blocks the possibilities of gainful utilisation of the human resources available for development but also strains him/herself beyond capacity to the effects of forgoing ease and comfort that are necessary to work in the right earnest. In this context the emerging values are in the following two respects.

**Values with the subjects of Development : Fear, Undecisiveness,
Dependency, Inferiority.**

**Values with the provider of Development: Individualism, Parentalism,
Inequality.**

The 2nd Dimension :

1) Ways of Understanding Poverty

People are poor because people are backward and Country is backward. Backwardness is due to the factors like underutilisation of the productive resources; lack of planned utilisation of resources; absence of modern know-how, discipline and hard work.

2) Ways of Understanding Development

Development is meaningful only in terms of modernisation of the means of human existence. Modernisation is intended for the people and the Country as well.

3) Work for Bringing about Development

Accordingly, new projects are taken up leading to the setting up of factories and technological advancements. To realise the targets of development it is necessary to improve technical know-how through creation of avenues for learning of specialised skills, work efficiency, etc. based on discipline and punctuality. Since modernisation is possible through the implementation of various projects conceived by the planners, people need to have orientations on the advanced conditions of living as targeted in those projects. To realise the targets, people need to feel new needs for existence. These needs are to be instilled by the planners by setting off the force of consumerism among people. In short, the development works carried out under this approach are income generating projects managed by development worker with the assistance of external resources.

4) Values and Interpersonal Relationship

Development through modernisation is possible only by getting foreign aid, technological know-how and managerial skills. Therefore, the values of this approach to development are money, competition, discipline, punctuality, hard work, dependency and inequality. In this sense, the nature of relationship among people is that of the manager and employees; the have and the have not. The beneficiaries of development can only live as lame participants in the process of development. While living so, they have to forgo their own comforts, creativity and humanness. They can not be anything but machines and tools functional to the whims of the manager/planner. The benefits of development accrue mostly to the few in the management and planning level. The majority of people get only a negligible share of the benefits. This unequal sharing of benefits results only in the creation of class structures in the society and any deviation in the components of the structure will lead to chaos and social unrest.

The Third Dimension :

1) Ways of Understanding Poverty

Poverty is a result of the various forms of injustice prevailing in the society and people are not aware of their own resources to bring justice to them. The scriptures enumerated in the Constitution of the nation have been proved ineffective in securing their objectives of social justice due to the manipulations by the privileged sections of the society. The majority who

don't have the means to comprehend the purpose of the Constitution and benefit accordingly fall victims to injustice, corruption and exploitation by the privileged few.

2) Ways of Understanding Development

People are underdeveloped because they are not organised to develop themselves. Development here means people standing on their own legs.

3) Work for Bringing about Development

Organising Neighbourhood groups and Committees in slums. Action programmes will be decided and taken up by themselves.

4) Values ; Interpersonal Relationship

The assumption for development being united action by the people the values presupposed are unity, respect, belonging, participatory group action, equality, courage, self-esteem, truth and love.

The relationship among people is based on equality, absence of competition and feelings of belonging to one another.

c) Game : Search the Food.

Materials : Biscuit packets or bananas.

Process : Keep the edible item hidden in the hall in three different places before the session starts. Invite six volunteers and make three pairs of them. Inform them that as pairs, they need to find the edible item hidden in the session hall.

The first pair has to search for the edible item while one carries the other partner on his/her shoulder. The second pair does the same while one carries the other on his/her back. The third pair will also do the same, while one is holding the other by hands.

When the signal is given, the pairs will search for edible item.

Note for the Trainer : The trainer will bring out the feelings of each pair and individual while searching for the edible item through the group discussions.

The type of relatedness between the helper and helped can be highlighted through this exercise.

B) Topic : "The Withdrawal Approach".
"Initiating Self Decision making process among Urban poor".

Background

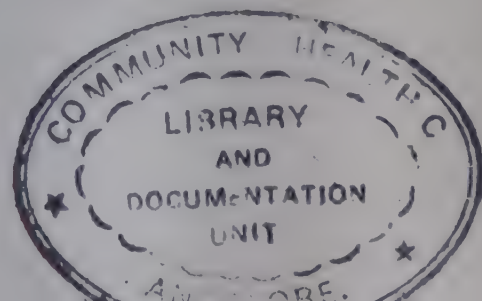
The target beneficiaries of the urban poor are not able to develop on their own due to their dependency on the UBSP functionaries in the matters of implementation of the schemes. The structure of development brought out by the UBSP functionary would break down once the functionary withdraws from the arena of development. The beneficiaries being unaware of the schemes of development tend to mistrust and misjudge the rationale of the UBSP functionaries.

Objectives

- To assist RCVs to feel the need of Neighbourhood group and the importance of UBSP programme implemented by Neighbourhood group rather than by UBSP staff.
- To explain to RCVs the idea of UBSP staff withdrawals from slums and Neighbourhood group/Neighbourhood committee taking over the slum development activities.
- To help the urban poor understand the values of independent action.
- To develop awareness to the effectiveness of forming Neighbourhood committees.
- To equip the trainees with the skills to organise and form Neighbourhood groups among the urban poor.

Materials

- 1) Two sets of bamboo sticks according to the number of participants attending the training.



- 2a) 10 thin card-boards cut into the shape of house and the word Neighbourhood groups written on each of those. The cards are affixed at the top of the 10 bamboo sticks.
- b) Similar card-boards cut into the shape of houses and the word UBSP written on each of those. The cards are affixed at the bottom of the bamboo.
- c) Two cardboards cut into the shape of bigger houses and the words "UBSP functionaries" and "Neighbourhood committee" written on those respectively.

Process :

1. 10 volunteers from the participants are invited to form a group and sit in a circle.
2. Each of the volunteers gets a stick carrying a house shaped placard with the words Neighbourhood groups written on.
3. The facilitator begins to read out two stories on the development of the urban poor allowing a brief interval for analysis of the outcomes.
4. As the story- I is read out stressing upon the respective development programmes by the UBSP functionaries, the participants are to arrange their sticks (with the announcement of each development programme) in a cone like structure in the middle.
5. This structure is made to stand erect only with the help of the bigger card, on which the words 'UBSP Functionaries' are written, being placed at the meeting points of the sticks on the top.
6. Then a small group consisting of 5 other volunteers is invited to sit in a circle and respond to the Story-II as read out by the facilitator in a similar way.

STORY - I

Several groups of villagers with multilingual and multicultural backgrounds, unable to bear with the burden of poverty, used to flock into the urban areas. They had high hopes of availing the Government facilities for their

settlement in the urban areas. As the number of these people gradually increased, the problem of their settlement in urban localities multiplied.

Responding to the plight of these people, the housing and Municipal Development Authority took up the task of setting up a number of small Bastis or Slums.

The area of these slums was so narrow compared to the number of residents that a variety of unhygienic conditions came up leading to increased death rates among mothers and children - due to diseases. The functionaries of the Urban Basic Services for the Poor Programme (UBSP) tried their best to solve the problems faced by the slum dwellers, and decided to fulfil the basic requirements of these people. However, despite of relentless efforts the UBSP functionaries could not succeed in bringing about any real development of the urban poor. This was because of lack of trust and cooperation from the slum dwellers with the UBSP functionaries.

Unmoved by the mistrust and uncooperation from the slum dwellers, the functionaries of UBSP kept on building rapport with those people to implement the programmes of development under UBSP. The Community Organisers kept on visiting the slum areas. Basing upon their understanding of people's problems, requirements and aspirations, the community organisers:

- imparted knowledge on health protection measures, child care, environmental protection, management etc.
- created awareness among the RCVs and Neighbourhood groups with regard to their role and involvements in health education - for the urban poor.
- collected data on the conditions of child - in slum areas, and initiated the process of group discussion and mutual understanding for building awareness to health protection measures among the people.
- organised meetings of the Neighbourhood groups.
- built awareness among slum people to the benefits of health education and immunisation.
- short-listed children for immunisation.

■ started health protection schemes in the slums.

■ arranged supply of nutritious food and provided health education to the slum dwellers.

■ kept accounts of necessary materials for providing other basic services to these people.

Though, eventually, all the programmes in UBSP were implemented by the functionaries, the slum people could not comprehend the significance and value of these programmes. As a result, these people, failed to take decision for their own development and depended solely on the UBSP functionaries for their development. Ultimately, they remained poor as ever before cursing their fate and the UBSP programmes ended in a fiasco.

7. The participants of the smaller group also form a cone like structure of the bamboo sticks as they hear the development messages in the Story-II.
8. This structure is balanced to stand with the help of the other bigger card on which the words "Neighbourhood Committee" are written, being placed on top.
9. When both the bamboo stick structures are made, the facilitator clarifies that the first one is a development structure brought out by the UBSP functionaries and the second one by the Neighbourhood Committees among the slum people.
10. Then, the facilitator goes near the first structure and takes out the card with "UBSP functionaries" words. This structure breaks down, which, the facilitator relates, is the consequence of slum people's dependency on UBSP functionaries and lack of self decision making abilities.
11. The facilitator, now, goes near the second structure and places the UBSP card alongside the Neighbourhood committee card on top of the structure and it remains unshaken. This is automatically to suggest that the development structure made by the Neighbourhood committee's initiatives can be rendered viable and worth getting support from the UBSP functionaries.

12. The facilitator while consolidating the ideas behind this exercise asks the participants about their feelings on the factors responsible for the break-down of one and steadiness of the other structure.

STORY - II

With the passage of time, the slum people witnesses a number of problems in their settlements due to unhygienic conditions and lack of general awareness to consumption. Children died from filthy water, adults fell victims to serious diseases. No one of them could find a solution to their problems. Even the Neighbourhood committee could not take decisions to solve their problems. At this juncture, the UBSP functionaries came to the slums and by cooperating with the people there could save many lives.

A few days later, the functionaries organised a meeting of those people and made them realise through discussions the factors responsible for their problems. Motivated by this meeting the members of the Neighbourhood committee (NHC) gathered courage and determination to take up the matter relating to slum people's development. They worked in the spirit of the UBSP programme. Assisted by the Community Organisers the Neighbourhood Groups. The RCVs (Resident Community Volunteers) began to find out solutions by identifying the problems. In doing this the RCVs :

- regularly visited the slum areas and gained experience on the problems, needs and aspirations of the slum people. They provided knowledge and help to generate awareness among slum people to the conditions of health, child care and preservation of environment.
- brought about understanding among the Neighbourhood groups as to the possibilities of utilising locally available resource for imparting health education and creating health awareness.
- collected data on issues relating to children
- provided health aids through immunisation, health education, health information and mutual and mass awareness building on the welfare of slum people.
- undertook programmes necessary for slum people by consulting the Community Organisers and other concerned activists.

- organised women's body meetings regularly.
- arranged treatments of immunisation by having discussions with the community organisers on health education.
- prepared lists of children for immunisation treatments.
- supplied nutritious food and provided health education to mothers and children with the assistance of Community Organisers.
- took up all the responsibilities of Balwadi/Non-formal educational centres.
- kept accounts of necessary materials for providing primary health treatments and other basic health services.

In this process, the Neighbourhood Committee took up all the responsibilities for implementing the programmes for the development of slum people. The UBSP functionaries appreciated and supported whole-heartedly the steps taken by the Neighbourhood Committees.

Note for the Trainer : Any administrative effort for developing the conditions of the urban poor has invariably resulted in perpetuating their underdevelopment. The main reasons of the ineffectiveness of the administrative efforts are lack of trust on the change agents, lack of understanding of the schemes and programmes and absence of collective actions among the people.

Trying to overcome these hindrances the authority has engaged a number of activists in the grass-roots level of the urban poor to motivate and encourage people to form their own Neighbourhood Committees for taking their own decisions and actions for development. In this process, it is expected of the authority to withdraw from the arena and generate the spirit of self-decision making and independent action for development of the urban poor.

- the trainers get a clear picture of the Comparative effectiveness of developments brought about by the UBSP functionaries alone on the one hand and the Neighbourhood Committees along with UBSP support on the other.

- the fragility of the structure by UBSP alone has highlighted the point that any development is no real development if it is the result of the forces external to the subjects concerned.
- the viability of the structure by the Neighbourhood Committees means there is no threat to development even if the authority withdraws from the arena. This is because, the structure of development is based upon self-decision making and independent actions by the slum people.
- the exercise has the advantage of equipping trainers with the most effective tools of generating self-decision making process among the development workers in the slum areas.

DAY - THREE

Topic : Individuals in a group.

(Individual levels of functioning in a slum UBSP Programmes)

Objectives :

- To let the RCVs identify sub-groups in a group and its impact on the functions of group.
- To let the RCVs identify their own level of functioning in the slum.
- To let individuals understand how the other individual is functioning in the slum.
- To let them reflect on their own level of functioning so that they feel to modify their actions.
- To assist them feel the significance of individuals' functions in Neighbourhood group process, the impact it leaves on group process.
- To assist them learn procedures of effective functioning of Neighbourhood group.
- To ensure every individual's participation in Neighbourhood Group.

Methodology : Flow interaction analysis.

Process :

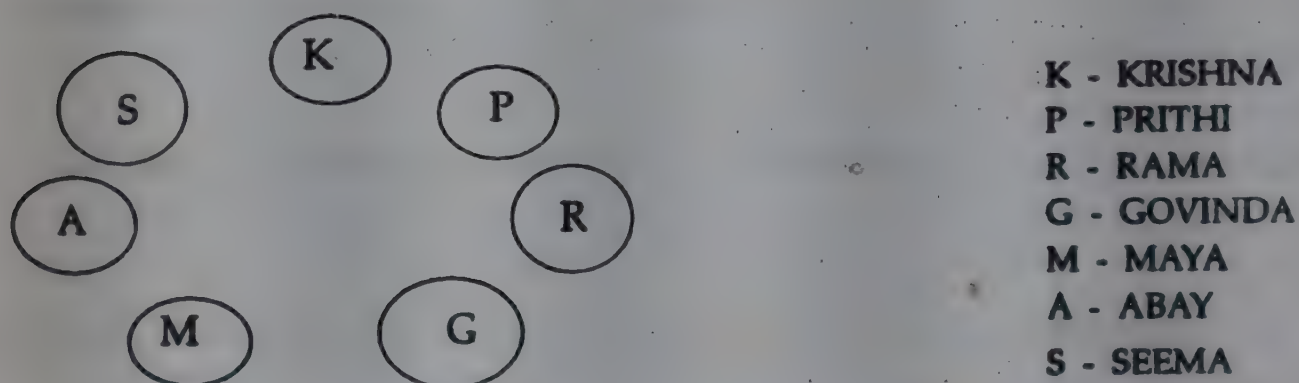
- 1) Invite 5 volunteers to come forward for an exercise and invite two more persons from the group who, in your observation, have not participated much in the programme so far. Ask them to sit in the circle in the centre.

Give them a task of discussion for 15 minutes. The task of discussion may be to select a flag and emblem for their group in the next 15 minutes. Tell the sample group to discuss loudly. Inform the other members to observe and not to interfere in this task.

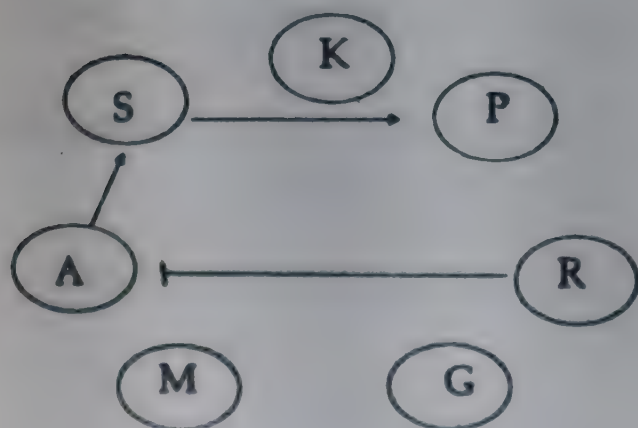
The trainer should prepare the Socio gram.

How to prepare Socio gram :

Show symbolically the group as individual circles in the position in which they are seated. For example



Whenever a member makes contribution an identification is made as to whom the contribution is made, a mark, for example an arrow is placed on the line joining the two members. For example :



Seema makes a contribution to Prithi.

An additional identification can be made by the entry of a different mark, for example, a short stroke across the line, denoting the interruption of a member by another. When Abay contributed to Seema, Rama interrupted and blocked Abay.

- 2) Identity sub-groups, leadership power, being ignored, detractors, dominator and so on.
- 3) Exhibit the Sociogram in the blackboard explaining only the interactions. Ask the participants whether they would like to contribute to the Sociogram. Discuss in details about subgroups in slum, leadership power in the Neighbourhood Group or slum, individual members in Neighbourhood group, being ignored and other such issues.

This exercise provided insights to the group about five levels of the individuals' functioning in the group, the content of which is given below. If possible with the example of the same sample group can be referred to.

• LEVELS OF INDIVIDUAL FUNCTIONING

There are several models which describe individual roles and functioning in a group, but the simplest is to describe the following five levels of individual's involvement.

The first and the lowest level is that of "detractor". The detractor does not attend closely to what other people say or to what is going on in the group. His comments are mostly to give destructive criticism.

The next level is that of "observer". He attends to what is happening, but he does not get much involved. His comments are often made aside to his neighbour, or outside the group meetings altogether.

Thirdly, there is the "participant". He attends to what is happening and also takes part, but without making much of an effort to contribute on his own account. He tends to wait until the leader asks him to comment.

• SOURCE - PEOPLE IN DEVELOPMENT - DR. JOHN STALEY.

Fourthly, there is the "contributor". He attends and responds on his own account, and also draws attention to what is deficient in the group by pointing out strengths and weaknesses in its performance and by articulating concerns on behalf of the group. He seeks clarifications of what is not clear and contributes his own insights, learning and feelings.

Fifthly, there is the level of "leader". As well as contributing on his own account, the leader gives direction to the group and to its performance of tasks. He initiates action in the group when tasks have to be performed, and he sets the standards of performance.

We should also note the following points :-

- i. The same person may function at different levels on different occasions and at different moments, and also depending upon the task. What we are concerned with here is the level at which each member is functioning for most of the time.
 - ii. In any group there will be individuals who usually function at particular levels.
 - iii. If members of this group want to change and to experience the process of change for themselves, they can aim to function at progressively higher levels.
 - iv. Changing one's behaviour in a group or indeed in any circumstances - is not easy. Individual members who are trying to improve the level at a time, i.e. from observer to participant, from participant to contributor, and so on.
4. Ask the individuals the following questions: a) What level each one is functioning in this training programme for last two days ? b) At what level each one at present functions in the Neighbourhood Group/Neighbourhood Committee ? How will you become the contributor and leader in the Neighbourhood Group/Neighbourhood Committee for the successful implementation of UBSP.

Topic : Group formation and Neighbourhood Group/Neighbourhood Committees formation.

Methodology : Structured exercise (make a hat)

Materials : Poster paper, Pencil, Cello tape/ or paste, Scissors.

Objectives:

- To enable RCVs to feel the need of electing proper individuals for Neighbourhood Committees.
- To understand and appreciate the difficulties faced by the members of Neighbourhood Group in the process of their contribution.
- To emphasise on the role of RCV in the implementation of UBSP programmes.

Process * : Invite 10 volunteers to come forward for this exercise. Tie the hands of three members with cloth. Blindfold two of the members. Tie the legs of two members and leave the other three members free. Ask them to sit in a circle. Provide the poster paper, gum, scissors. Ask them to make a hat in 25 minutes. (you may also give measurement of the size of the hat if you can)

Inform the other members in the session to observe and note carefully the process. The trainers should observe each one's behaviour, reaction to highlight in the session after the exercise.

Note for the Trainer : The process of the exercise should be discussed including the ones who contributed more; who did less; and who could not, and ofcourse their reactions. Link the process towards selection of members for Neighbourhood Committees who could be free to allot time for UBSP.

Discuss the ways and means of enabling other members who may not be able to provide sufficient time towards UBSP programme implementation.

* Fig. 5 P.32

Fig 5



DAY - FOUR

Topic : Techniques of conducting effective Slum meeting of Neighbourhood Group/Neighbourhood Committee.

Methodology : Simulation (voice behind)

Objectives ;

- To enable the participant experience the process of being in a community meeting.
- To assist the participants and group to be aware of the direction towards which the group is moving

- to enable the participants to experience what helps/hinders in the process of developing an effective slum meeting.

Materials : Paper on group discussion.

Process : If the participants are literate :

Divide them into sub-groups and ask them to discuss in their sub-groups the paper on group discussion in 45 minutes. Ask them to assemble in the hall after 45 minutes and make them sit in a circle with the sufficient space for the trainer to walk behind the group.

Give them the task by making the following statements.

"Your task is now to discuss on Group Discussion".

The group may wonder at this juncture.

Again repeat the same statement atleast three times,
Don't explain.

Note for the Trainer : The group will start discussing. The trainer should be thorough on the paper on group discussion. The trainer should observe the individual and group and make statement loudly from behind the person on the process of group discussion that is taking place.

For example (a) If the group is not clear about the task and there is confusion in the group, then , make the following statements.

"Lack of clarity about the group task hinders the group discussion"

For example (b) If the group decides to follow certain procedures, to complete the task of discussion on group discussion, then make the following statements.

"An agreed procedure for discussion contributes to good group discussion."

For example (c) If an individual interrupts another member while she is speaking, then the trainer should go behind the member and make the following statement.

"Interrupting others while they are speaking hinders good group discussion".

The trainer should thus continue to make statements on the process of the discussion for say one to three minutes of their doing this work.

When trainer makes appropriate statement, the group will start having a good group discussion on the topic 'Group discussion'.

If the group is illiterate, then ask the group to discuss on any problem oriented topic and make similar statements from behind.

The trainer should ask towards the end whether they learnt to conduct group discussion effectively and discuss further on effective group discussion.

*** Group discussion and meetings : (THE PAPER FOR TRAINER)**

Every meeting and discussion has its own dynamics. However, there are certain conditions or behaviours which will help a group to function effectively and to complete its task. There are also conditions and behaviours which will hinder the group. These can be related either to the group's task, or to the process of the discussion.

The following contribute to a good discussion :

A. Related to the task :

1. Members take the initiative to define the task, define words and concepts, clarify issues, introduce new ideas, etc.
2. The task is clear to every member of the group, and all members accept it.
3. Members have the information they need; or they seek it from each other.
4. Members freely give information and facts related to the task, and also offer their opinions.
5. Members speak from their personal experience, giving specific examples.
6. Members listen to each other's contributions and ask for clarifications from each other of what is not clear.

* SOURCE - PEOPLE IN DEVELOPMENT - JOHN STALEY

7. The focus remains on the central issues.
8. There is a periodic summary, a putting together of ideas, or the testing of a conclusion.
9. Any conclusion is tested against reality to see if it 'fits'.

B. Related to the Process :

1. An agreed procedure for the discussion.
2. A periodic evaluation of the process itself, i.e. of the progress of the discussion.
3. A climate which encourages everyone in the group to participate.
4. Listening not only to the words spoken, but to the feelings behind the words, and to the non-verbal expressions.
5. A periodic expression of the feeling in the group.
6. The reduction or relief of any tensions within the group.
7. Reconciling arguments, exploring, difference of opinion, 'agreeing in disagreement agreeably'.
8. Testing for consensus or decisions.

The following hinder a good discussion :

A. Related to a task :

1. Lack of clarity about - or commitment to the group's task.
2. Failure to give, or to seek, information which is available with the group members.
3. Failure to stick to the main issues.
4. Generalised agreements at a high level of abstraction.

5. Failure to check out and clarify exactly what is not clear when some-one else speaks.
6. Excessive probing for another member's opinions or experience when he does not want to share these any further.
7. The introduction of irrelevant personal topics, anecdotes, interests.

B. Related to the Process :

1. No agreement on procedure.
2. A climate of tension, or of domination and control by one or two people.
3. Failure to listen to others.
4. Interrupting others while they are speaking.
5. Hurt feelings and failure to deal with these and other group feelings.
6. Withdrawal of some members or displays of non-participation.
7. No review of the progress of the discussion.
8. Excessive disagreement and opposition for personal reasons.
9. Passing judgement on what others say; deflating others; or giving them advice.
10. Struggle for power, recognition or leadership.
11. Formation of sub-groups.
12. Vested interests and 'hidden agendas'.

Topic : Sharing responsibility in Neighbourhood group.

Objectives :

- To help RCVs understand that for effective Neighbourhood group work responsibility needs to be equally borne among the group members.
- To help RCVs understand that the responsibilities need to be taken - not given in Neighbourhood Group work.

Method : * Game. (Bottle Game).

Materials : 16 Bottles (Tie thread on neck of those bottles), so that they can be hung - like shown in the picture.

Process *: Invite six volunteers of the group and arrange them in a circle. Assign roles like President, Secretary, Treasurer and members. Explain that each person will be playing the role of the name they have been given. Prepare a case study of a Neighbourhood Group meeting in which decisions have been taken to construct a community centre in the slum. The case study should involve taking more responsibilities to President & Secretary and less responsibilities to Treasurer and one member and no responsibility for other members.

* Fig. 6



• SOURCE - TRIBUNE

SAMPLE CASE STUDY FOR BOTTLE GAME

Faced with a number of problems in holding Neighbourhood meetings the members of the Neighbourhood Committee of Bharatpur Slum area decided to construct a house for conducting meetings and discussion of the Women's Council.

The President of the women's council suggested that a definite day would be decided to summon all the slum people to intimate them about the council's problems and tell that their cooperation is highly needed. The Secretary proposed to summon the meeting on dt. 30 of the month. The President took up the responsibility of informing this matter at each one's house in the slum.

The meeting was held in the scheduled time on the 30th date. The President warmly welcomed the slum dwellers and the members of the council and began with the programmes of the meeting. The Secretary announced the objectives of the meeting. The slum dwellers consented to cooperate.

It was decided that the construction work of the Council house would begin on dt. 15 of the following month. Soon after the slum people left for their respective houses, the council members resumed the meeting. The President opined that they all would plan the course of action before starting the construction of the house. The Secretary announced that a sum of Rs. 1000/- would be provided by UBSP and rest of the expenditure would be borne by the members themselves. First, the cite would be decided. Neela, a member, gave the view that the proposed house would be built in the cite at the posterior region of the slum. The President gave the opinion that one from each of the slum household would join in the foundation digging work of the house.

The Cashier expressed the concern that it was possible for them to arrange supply of bamboo, straw and sand for the house. But how to arrange raw-materials like wood and other equipments necessary for making doors and windows of the house ? So, the Cashier proposed for cntribution of Rs. 20/- per house by the slum dwellers.

Ranu, another member, gave the opinion that since the majority are poor, those living in relatively superior conditions would contribute Rs. 20/- and others would contribute Rs. 5/- only.

The President said that she would arrange for supply of sand in the bullock carts in their possession. The Secretary volunteered to arrange for supply of

bamboo and labour. The Cashier offered to take over the purchasing of equipments. The President opined that each of the council members would provide two bricks for the construction. All agreed to set off the construction work of the Council house.

Explain to the volunteers that the trainer will be reading the case study. Tell them that every time the name of the person is mentioned, the individual playing that role should take a bottle and hang on her finger. They should continue to take bottles every time their name is mentioned.

The case study reading will result in the President carrying the burden of bottles more than others.

The trainer can raise some of the following questions :-

What does this exercise tell us about one person carrying all the burden of the group ?

What are the experiences of the participants in the slum in organising different activities ?

DAY - FIVE

Topic : Sharing Leadership in Neighbourhood Group.

Objectives :

- To enable the RCVs experience the need of sharing leadership in Neighbourhood Groups.
- To enable them to experience the danger of Neighbourhood Group collapsing if only one individual shoulders the leadership all the time.
- To assist participants feel the experiences of individuals who are not given importance in Neighbourhood Groups.

Methods : Structured Exercise. (Net Exercise)

Process : Select seven volunteers, one outspoken, others less speaking and one or two silent to form the circle in the centre. (Have the ball of string with you).

Assign a topic for the group for discussion. The topic should be on UBSP activities, problem oriented. Give them 15 minutes to come to a decision.

The trainer should stand in the centre of the circle with a bundle of string. Whenever an individual begins to talk, wind the string around her one finger and keep the ball of string to move to others who speak. The string should be wound in the same finger till the end. In the process of discussion the ball of string has been wound to each person speaking so that the group should have formed a sort of spider web of string between them. Ask the participant to look at the web they have created. Ask, what does the web tell them.

The trainer should now ask the group to pull the string to make sure it is tight. Then ask the person who participated only once to pull her finger out of the net. (The web should stay tight since she did not participate much).

Ask the person who spoke more, to pull her finger out of the net. (The web will sag).

Lead a discussion about the significance of this to the roles different members play in making UBSP happen.

What does this exercise tell us about centralisation of responsibility and decision making ? What ways exist to assure UBSP programmes are not dependent on just one person ?

What are the experiences of participants in this regard ?

Topic : Team work in Neighbourhood Group.

Methodology : * Structured Exercise (Broken Square)

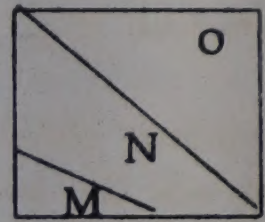
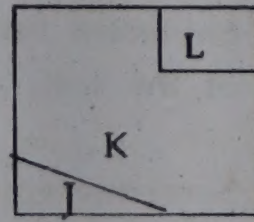
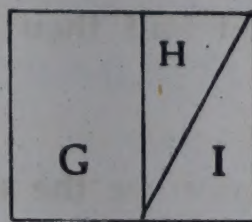
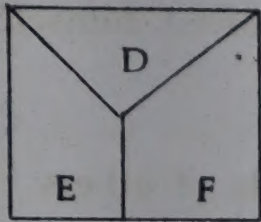
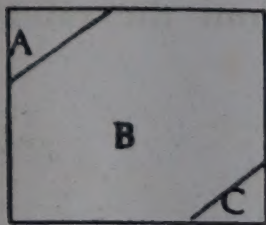
Objectives :

- To enable the participants to experience the need of sharing in group work.
- To enable the participants to experience the concern for oneself and concern for others in Neighbourhood Group work.

* SOURCE - Towards Togetherness - CLC.

- To assist participants experience the process of task accomplishments in a group.

Materials : For every group of five participants a puzzle set consisting of six inches square made of card board is distributed. Each square is cut out into three puzzle pieces as indicated below. The 15 pieces are all mixed up when given to the participants and each member gets any three pieces.



Process : The group consisting of five participants who will do the exercise sit in a circle. Each group may have one or two observers. The experiment is carried out in silence within the time limit set down. Each person is given three pieces for forming squares.

The following instructions are stated clearly. (not explained).

At the signal, the task of the group is to form five squares of equal size. The task is not complete until every one has before him, a perfect square, and all the squares are of the same size.

The rules are as follows :

1. No member may speak.
2. No member may signal in any way that he needs a piece. Neither may he ask for it.
3. Members may give pieces to each other, (to anyone in the group) and receive.....

4. No member may take, on his own initiative, any piece not offered to him.

When all or most of the groups have finished, call time. Discuss the experiment. The observers and the participants share personal observations and feelings.

How did others feel when :

- Someone finished and then divorced himself from the efforts of the rest,
- Someone could not see the needs of others.
- Someone holding a key piece, failed to see the needs of others.

Was there a critical turning point in the exercise at which time the group began to co-operate ?

Ask, what co-operation means. List on the board the requirements for co-operation, e.g. - Everyone needs to understand the problem/everyone needs to believe that he can help/instructions need to be clear/ everyone needs to think of the other person as well as himself, etc.

Participants need to be encouraged to apply learnings from this exercise to any of their home life situations which are relevant.

ABOUT THREAD

THREAD (TEAM FOR HUMAN RESOURCE EDUCATION AND ACTION FOR DEVELOPMENT) IS AN ORGANISATION INVOLVED IN TRAINING, ACTION RESEARCH, PUBLICATIONS OF BOOKS RELATED TO EDUCATION, COMMUNITY HEALTH, COMMUNITY DEVELOPMENT AND HUMAN RESOURCE DEVELOPMENT

THE TRAINING PROGRAMMES CONDUCTED HERE PROVIDE OPPORTUNITIES FOR EXPERIENTIAL LEARNING, LEARNING BEYOND CLASS ROOM & BLACK BOARD, INTEGRATION OF TRAINER AND TRAINEES IN MUTUAL CREATIVITY. THE THRUST OF THE TRAINING PROGRAMMES IS TOWARDS CREATING OPPORTUNITIES AND SETTINGS FOR LEARNING WHERE TRAINERS AND TRAINEES, AS A GROUP AND AS A COMMUNITY CAN EXPLORE THROUGH ACTION-BASED PROGRAMME, THEIR BEHAVIOURS, BELIEFS AND VALUES AND GRAPPLE WITH THEIR OWN ROLE IDENTITIES. HERE INDIVIDUALS AND GROUPS HAVE FREEDOM TO PROCESS THEIR EXPERIENCE AND LEARN WHAT THEY WISH FROM IT.

TWO LONG-TERM TRAINING PROGRAMMES - SIX-MONTH COURSES ON COMMUNITY HEALTH AND COMMUNITY DEVELOPMENT (IN ENGLISH AND ORIYA) ARE CONDUCTED EVERY YEAR. IN SUCH COURSES, EQUAL IMPORTANCE IS GIVEN TO CLASS WORK, WITH THEORY BASE AND FIELD PLACEMENT.

BESIDES, TEAMS OF TRAINERS UNDER MOTTO (MOBILE TRAINING TEAM ORISSA) CONDUCT TRAINING COURSES AT THE DOOR STEPS OF ORGANISATIONS IN ORISSA, WEST BENGAL, MANIPUR & BIHAR.

SPECIAL TRAINING PROGRAMMES/WORKSHOPS ARE ALSO DESIGNED AND CONDUCTED, IN RESPONSE TO THE REQUESTS OF NGOs AND GOVT ORGANISATIONS FOR THEIR PERSONNEL.

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ANUBHUTI PUBLICATIONS

- Four Handbooks for Trainers in the series **Building Community Health (English)** by Dr. Uma. They are on 1. GERMS, 2. IMMUNISATION, 3. NUTRITION, and 4. COMMUNITY HEALTH.
- **SABHIYE MISI KHELIBA (Oriya)** - Games for children to learn language, Mathematics, Science, etc. .
- **TARANGA (Oriya)** - for NFE Schools.
- **AMA KAHANI AMA SIKHYA (Oriya)** - A workbook for Adult Education, using key words related to the life of tribals, with simulation games to learn to read and write
- **AMA CHHABI AMA SIKHYA (Oriya)** - Animal stories focussing on exploitation related to tribals. Meant for **Adult Education**.
- **AMA KHELA AMA SIKHYA (Oriya)** - A hand book meant for **Adult Literacy**, with a number of simulation games and structured exercises.
- **JHODO (Oriya)** - A workbook with a number of simulation games, structured exercises and case studies, meant for **Girl-child Literacy Programme**.
- **UDAYA (Oriya)** - Presents many tribal games that can be used to stimulate children to develop cognitive, socio-economic aspects of early childhood. (Hindi and English versions are also available)
- **A DEVELOPMENT PROJECT WITH A DIFFERENCE** - The first five years (1983-1988) of REACH (Rural Education and Action for Change), Orissa Documented by Dr. K.V. Sridharan.
- **UNMOCHANA (Oriya)** - A guide book of simulation games for facilitators of **Girl-child Literacy Programme**.
- **EMPOWERING URBAN POOR** - Formation of Neighbourhood Groups, a hand book for trainers on call by G. John.
- "One Cannot Step Even Once in the Same River", a tribute to a development training centre called **THREAD** by Dr. K.V. Sridharan

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